

UNIT

1

A felt doll with a human-like body, featuring a brain, lungs, heart, stomach, and intestines. A finger is pointing to the right lung. The doll is placed on a wooden surface.

What can I do?
do?

Scope and Sequence

المحتوي والتسلسل

Vocabulary المفردات اللغوية	body systems: bone, blood, heart, lungs, muscles, skeleton, stomach, swallow
Language اللغة	- Mom wants to tidy the lounge. - Capital letters: English, Egypt, Braille
Reading القراءة	A text about senses
Writing الكتابة	Choosing a suitable title for a text; a paragraph about a healthy lifestyle; notes to plan activities
Speaking التحدث	A dialog about physical and creative activities
Listening الاستماع	Interviews with children talking about senses; information about Paralympic athletes
Life skills المهارات الحياتية	Self-management: eating healthily, living a healthy life Respect of diversity: differently a bled people
Values القيم	- Appreciation of science - Tolerance
Issues and challenges القضايا والتحديات	Preventative and therapeutic health Non-discrimination issues
Integrated cross-curriculum topics التكامل عبر موضوعات المنهج	Social studies: a healthy lifestyle Science: body systems; senses

Vocabulary

digestive system	الجهاز الهضمي	respiratory system	الجهاز التنفسي	human body	الجسم البشري
body	جسم	nutrients	مواد غذائية	pump	يضخ
use	يستخدم	need	يحتاج	around	حول
when	عندما	breathe	يتنفس	bones	عظام
chew	يمضغ	air	هواء	muscles	عضلات
swallow	يبتلع	through	خلال	skeleton	هيكل عظمي
then	ثم	nose	أنف	protect	يحمي
stomach	معدة	lungs	الرئتين	organs	أعضاء
special	خاص	oxygen	أكسجين	lift	يرفع
liquid	سائل	blood	دم	turn	يستدير
energy	طاقة	heart	القلب	liters	لترات

Irregular verbs

Present	مضارع	Past	ماضي	Present	مضارع	Past	ماضي
eat	يأكل	ate		make	يجعل / يصنع	made	
drink	يشرب	drank					

Expressions and phrases

change into	يتحول الي	made up of	مكون من
breathe in	يستنشق	attached to	مرتبط بـ
go to	يذهب الي	make us strong	تجعلنا أقوىاء
is passed to	ينقل الي	make us move	تجعلنا نتحرك

Listen and read.

SB P. 8



Digestive system

We use our **digestive system** when we eat and drink. We **chew** and **swallow** food, then it goes to our **stomach**. In the stomach, a **special liquid** changes the food into **energy** and **nutrients** that we need in our bodies.



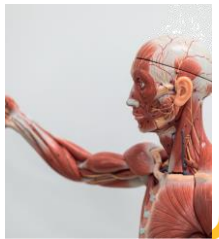
Respiratory system

We use our **respiratory system** when we **breathe**. We **breathe in** air through our **nose**, and it goes to our **lungs**. In the lungs, the oxygen in the air is **passed** to the **blood**. Our **heart pumps** this **blood** around our body.



Bones and muscles

Our **skeleton** is made up of all the **bones** in our body. These make us **strong** and **protect** our organs. **Muscles** are **attached** to our bones, and they **lift** and **turn** bones to make us **move**.



Language Notes

make مصدر بدون to / صفة + مفعول

يجعل

These **make** us strong and protect our organs.
The boys **made** us angry.

that الذي / التي

In the stomach, a special liquid changes the food into energy and nutrients **that** we need in our bodies.

لكي (من الروابط التي تبين الغرض) to

They left and turn bones to make us move.

When مضارع بسيط + مضارع بسيط

When we move, we use our bones and muscles.

Read and learn.

SB P. 9

1. When we eat and drink, we use our digestive system.
عندما نأكل أو نشرب نستخدم الجهاز الهضمي.
2. When we breathe, we use our respiratory system.
عندما نتنفس نستخدم الجهاز التنفسي.
3. When we move, we use our bones and muscles.
عندما نتحرك نستخدم عظامنا وعضلاتنا.



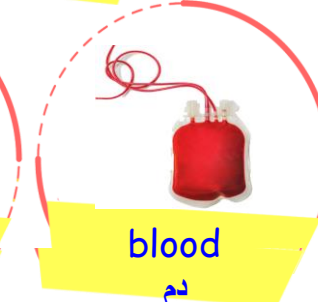
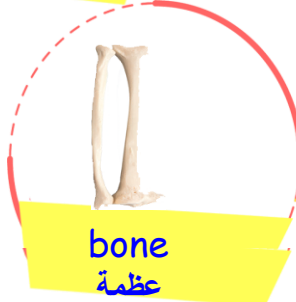
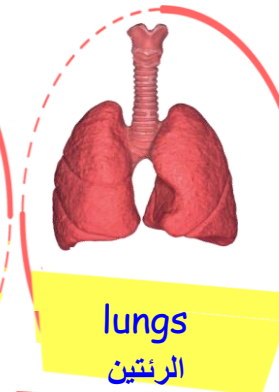
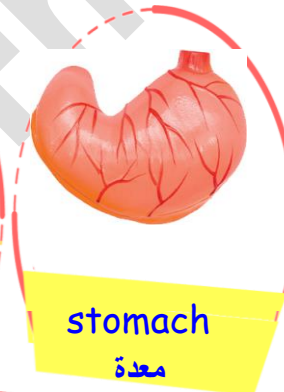
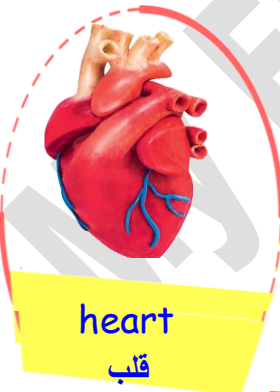
Did you know?

There are about five liters of blood in the human body.

يوجد حوالي 5 لترات من الدم في الجسم البشري.

Listen and say.

SB P. 9



Activities

On Lesson 1

1. Underline the correct words in brackets.

1. We use our (muscle - respiratory - digestive) system when we breathe.
2. We use our (digestive - bone - respiratory) system when we eat and drink.
3. Our bones and (teeth - muscles - arms) help us to move.
4. We can chew and (pump - breathe - swallow) food.
5. We breathe in air through our (stomach- nose - skeleton).
6. Our (heart - muscle - stomach) pumps blood around the body.
7. Our (skeleton - lung - heart) is made up of bones in our bodies.
8. The special liquid in our stomach changes the food into energy and (blood - bones - nutrients).
9. We use our teeth to (show - chew - share) food.
10. In the lungs, the oxygen in the air is passed to (stomach-blood - bone).
11. The bones make us (weak- hungry - strong).
12. The bones (cut - break - protect) our organs.

2. Supply the missing parts in the following dialogue:

Maged : Where does food go after we swallow it?

Mom : It goes to our (1)

Maged : Where is oxygen passed to the blood?

Mom : In the (2)

Maged : (3)?

Mom : Our bones and muscles protect our bodies.

3. Read and complete. (pumps - digestive - Muscles - skeleton).

1. Our is made up of all the bones in our body.
2. are attached to our bones.
3. Our heart this blood around our body.
4. We use our system when we eat and drink.

4. Look and write.



chew - food



need - nutrients

5. Rearrange.

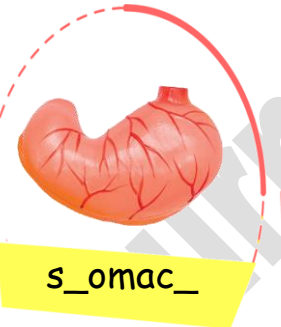
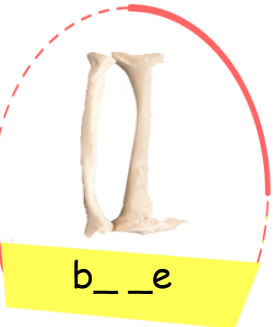
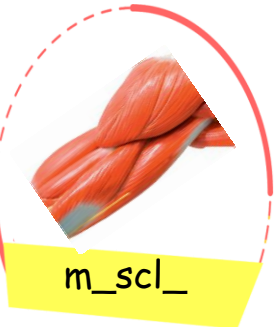
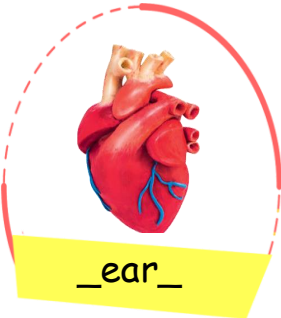
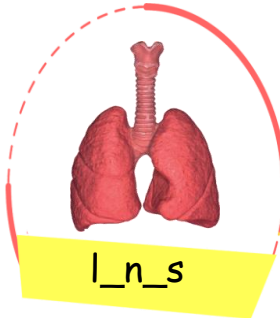
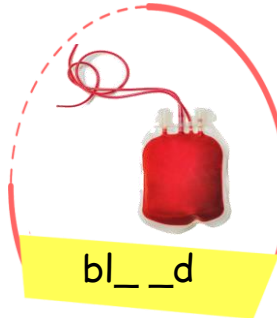
1. made up - **Our** - of - skeleton - is - bones.
.....
2. our nose - in - through - air - breathe - **We**.
.....
3. **Muscles** - move - us - make.
.....

6. Read and match.

- | | |
|------------------------------|---------------------------|
| 1. The bones make | a. liquid in the stomach. |
| 2. Air | b. swallow food. |
| 3. We use respiratory system | c. goes to our lungs. |
| 4. There is a special | d. when we breathe. |
| 5. We can | e. pumps blood. |
| | f. us strong. |



7. Supply the missing letters.



8. Read the passage and answer the questions.

We use our digestive system when we eat and drink. We chew and swallow food, then it goes to our stomach. In the stomach, a special liquid changes the food into energy and nutrients that we need in our bodies.

We use our respiratory system when we breathe. We breathe in air through our nose, and it goes to our lungs. In the lungs, the oxygen in the air is passed to the blood. Our heart pumps this blood around our body.

A. Fill in the blank boxes with (True) or (False):

1. Our body needs energy and nutrients. (.....)
2. We breathe in air through our ear. (.....)
3. Our stomach pumps the blood around our body. (.....)

B. Answer the following questions:

4. What do we use when we breathe?

.....

5. What does the special liquid do?

.....

Lesson 2

**CLIL: Science
Our senses**

**SB P. 10 - 11
AB P. 8 - 9**

Study carefully

Sense الحاسة	Organ العضو	Verb الفعل
sight البصر	eyes العيون	see يري
taste التذوق	tongue اللسان	taste يتذوق
touch اللمس	skin الجلد	touch/feel يلمس / يشعر
smell الشم	nose الأنف	smell يشم
hearing السمع	ears الأذن	hear يسمع

Vocabulary

sense حاسة	sweet حلو	English لغة انجليزية
the world العالم	savory مالح	Arabic لغة عربية
work تعمل	communicate يتواصل	Spanish لغة اسبانية
soft ناعم	people الناس	versions إصدارات
information معلومات	deaf أصم	Egypt مصر
photo صورة	learn يتعلم	the USA أمريكا
child طفل	sign language لغة الإشارة	Braille طريقة برايل
what kind ما نوع	complete كامل	code شفرة
enjoy يستمتع	language لغة	blind أعمى
different مختلف	combinations مجموعات	dots نقط
letter حرف	number رقم	word كلمة
person شخص	invent يخترع	dish طبق
leaves أوراق الشجر	rose garden حديقة ورود	fireworks ألعاب نارية
fur فرو	prefer يفضل	temple معبد

Irregular verbs

Present مضارع	Past ماضي	Present مضارع	Past ماضي
understand يفهم	understood	take in يستوعب	took
see يري	saw	mean يعني	meant
hear يسمع	heard	speak يتحدث	spoke
smell يشم	smelt	learn يتعلم	learnt



Expressions and phrases

feel with	يشعر بـ	all the time	طوال الوقت
think about	يفكر في	have different ways	له طرق مختلفة
look at	ينظر الي	have difficulty hearing	لديه صعوبة في السمع
kind of	نوع من	complete language	لغة مكتملة
way to	طريقة لـ	punctuation marks	علامات الترقيم
find out	يعرف	invented by	اخترع بواسطة
around the world	حول العالم	different from	مختلف عن
like	مثل	is called	يدعى/يسمى

How do we use different senses SB P.10

We use our senses every day to help us **understand** the **world** around us. We use our **eyes** to **see** and our **ears** to **hear**. We **smell** with our **nose**, **taste** with our **tongue**, and we can **feel** with our **skin**. Think about where you are now.



What can you see? What can you hear? Our senses are **working all the time** and they **take in** a lot of **information**. Look at the photo. What can the child smell? What do you think he can feel? What **kind of** food do you **enjoy**? Some foods are **sweet**, and some are **savory**. We taste lots of **different** kinds of food every day. Some people cannot see or hear, so they have different **ways** to **communicate**. People who are **deaf** or have difficulty hearing can learn **sign language**.

It is a **complete language**, like English, Arabic or **Spanish**, and there are different **versions** of it around the world - sign language in Egypt is different from sign language in the USA.

Braille is a **code** which people who are **blind** or have difficulty seeing can use to read. It has different **combinations** of **dots**. They can be a **letter**, **number**, **punctuation mark** or **word**.

The person reading can **touch** the **dots** to **find out** what they **mean**. Braille was **invented by** Louis Braille.



Punctuation Marks



Capital letters الحروف الكبيرة

1. لابد أن تبدأ أي جملة بحرف كبير:

Ali is a doctor.

2. أسماء الدول لابد أن تبدأ بحرف كبير:

Egypt - USA - Cairo - London

3. أسماء اللغات:

English - Arabic - Spanish

4. الضمير (I) بمعنى أنا في أي مكان في الجملة:

My brother and I are tall.

5. أسماء الأشخاص:

Hoda - Ahmed - Samar - Amr - Sameh

5. أسماء الأيام والشهور والمواد الدراسية:

Monday - Saturday - March - January - English - Arabic

Check Point: Punctuate

1. they loved egyptian food when they lived in cairo.

.....

2. mr gamal prefers arabic music to african music.

.....

3. mrs azza reads braille because she can't see well.

.....

4. louis braille invented the braille code.

.....

5. the english roses in London in august smelled sweet.

.....

6. we visited luxor in june and went to the karnak temple.

.....



Activities

On Lesson 2

1. Underline the correct words in brackets.

1. We can (smell - taste - touch) with our tongue.
2. We can see with our (ears - eyes - skin).
3. We can feel with our (skin - ears - eyes).
4. We can hear with our (lungs - ears - hearts).
5. We can smell with our (eyes - ears - nose).
6. We use our senses to (make - cut - understand) the world around us.
7. Our senses are (working - smelling - tasting) all the time.
8. Our senses take (off - in - out) a lot of information.
9. What kind (of - in - at) food do you like?
10. A (deaf - blind - dumb) person is a person who can't see.
11. A (dumb - blind - deaf) person is a person who can't hear.
12. Some foods are sweets. Others are (savory - hungry - thirsty).
13. Braille is a (code - food - sense) the blind people use to read.
14. Blind people (hear - feel - read) the dots with their fingers.
15. Braille has different (walls - windows - combinations) of dots.
16. Braille was (breathed - attached - invented) by Louis Braille.

2. Rearrange.

1. smell - our - We - nose- with.
.....
2. our - use - eyes- to -We -see.
.....
3. We - every day - use - senses - our.
.....
4. people - cannot - see - Some - hear - or.
.....

3. Listen and complete.

chew - speaks - called - sign

1. Yusuf Arabic and English.
2. We can and swallow food.
3. We have different kinds of language.
4. My teacher is Mrs Fatima.

4. Look and write.



hear - ears



see - eyes

5. Supply the missing letters.



si__t



hea__ng



sm__l



t__ch

6. Read and complete.

hear - eyes - skin - nose - senses

We use our (1) every day to help us understand the world around us. We use our (2) to see and our ears to (3) We smell with our (4), taste with our tongue, and we can feel with our (5)



7. Read the passage and answer the questions.

Braille is a code which people who are blind or have difficulty seeing can use to read. It has different combinations of dots. They can be a letter, number, punctuation mark or word. The person reading can touch the dots to find out what they mean. Braille was invented by Louis Braille.

A. Fill in the blank boxes with (True) or (False):

1. Braille is a kind of food. (.....)
2. Braille helps deaf people. (.....)
3. Braille has no dots. (.....)

B. Answer the following questions:

4. How can a blind person read in Braille?

.....

5. Who invented Braille?

.....

8. Look and write a paragraph of FOUR (4) sentences.

.....

.....

.....

.....

.....



9. Punctuate.

i visited france and england

.....

Vocabulary

ask	يسأل	tidy	يرتب / ينظم	lounge	صالة
smile	يبتسم	let's	هيا بنا	practice	يمارس
disappointed	محبط	matter	مسألة	park	حديقة
answer	يجيب	want	يريد	something	شيء ما
creative	ابداعي	paint	يدهن / يلون	picture	صورة
happy	سعيد	today	اليوم	all	كل
pencils	أقلام رصاص	paper	ورقة	too	ايضا
but	لكن	first	أولا	kitchen	مطبخ
after	بعد	before	قبل	stem	جذع
brain	مخ	main	رئيسي	important	هام
control	يتحكم	areas	مناطق	jobs	مهام
remember	يتذكر	cerebrum	مخ	thoughts	أفكار
music	موسيقى	cerebellum	مخيخ	memories	ذكريات
movement	حركة	balance	توازن	joins	تربط
parts	أجزاء	tired	متعب	hungry	جائع
halves	أنصاف	such as	مثل	maths	الرياضيات
science	علوم	solve	يحل	problem	مشكلة
activities	أنشطة	hemisphere	نصف الكرة المخي	art	فن / رسم

Irregular verbs

Present	مضارع	Past	ماضي
do/ does	يفعل	did	
say	يقول	said	
go	يذهب	went	
think	يفكر	thought	

Present	مضارع	Past	ماضي
choose	يختار	chose	
know	يعرف	knew	
draw	يرسم	drew	
take	يأخذ	took	

Expressions and phrases

have to	يجب	make a choice	يختار
would like to	مصدر يحب	What's the matter?	ما الامر
look disappointed	يبدو محبط	do drawing	يقوم بالرسم
join the two parts	يربط الجزئين	controls our senses	يتحكم في حواسنا



Listening

Read the story. **SB P. 12**

What do Adam and Kareema like to do?

It is Saturday, so there's no school. What are we doing today, Mom?' asks Kareema.

'We have to tidy the lounge. Then you can choose what you want to do,' says Mom.

Kareema's brother Adam smiles. 'I know what I want to do!' he says. 'Let's go to the park. We can run and play. I want to practice football.'

Kareema looks disappointed.

'What's the matter?' asks Mom.

'I like the park,' Kareema answers. 'But I want to do something creative this afternoon. I would like to draw or paint a picture. Adam goes to the park every week.'

'Kareema always does drawing!' says Adam.

Mom smiles. 'I think we can all be happy today. Let's go to the park. We can play there and we can take pencils and paper with us. You can draw in the park, too. But first, let's tidy the lounge.'



Did you know? **SB P.12,13**

Our brain controls how we move, what we remember, and the choices we make.

يتحكم دماغنا (المخ) في كيفية تحركنا ، وما نتذكره ، والخيارات التي نتخذها.

The three main areas of the brain are the cerebrum, the cerebellum and the brain stem, and they all have important jobs.

المناطق الرئيسية الثلاثة للدماغ هي المخ والمخيخ وجذع الدماغ ، وجميعهم لديهم وظائف مهمة.

The cerebrum controls our senses, thoughts, how we speak, and our memories.



يتحكم المخ في حواسنا وأفكارنا وكيف نتحدث وذاكراتنا.

The cerebellum controls movement and balance. The brain stem joins the two parts of the brain

يتحكم المخ في الحركة والتوازن. يربط جذع الدماغ جزئي الدماغ.

There are two halves, or hemispheres, in our brain.

يوجد نصفين كرويين في المخ.

The left hemisphere is important for math, science, and solving problems.

النصف المخي الأيسر مهم للرياضيات والعلوم وحل المشكلات.

We use the right hemisphere in creative activities such as art and music

نستخدم النصف المخي الأيمن في الأنشطة الإبداعية مثل الفن والموسيقى.

Language focus

Present simple المضارع البسيط

1. التكوين هو التصريف الأول للفعل وله شكلان:

الشكل الأول: الفعل بدون إضافات (المصدر بدون to)

مع (I / you / we / they / الاسم الجمع)

والشكل الثاني: بإضافة (s / es / ies) إذا كان الفاعل (He / she / it / اسم مفرد) مثل:

اسم جمع I, You, We, they

eat / run / walk / sing

اسم مفرد He, She, It

eats / runs / walks / sings

انظر إلي الصور التالية وادرس الأمثلة أسفل الصور:



Kareem always **does** drawing!



Adam **goes** to the park every week.



كيف نضيف (s / es / ies) الي نهاية الفعل؟

(1) إذا انتهى الفعل بـ (x / o / ss / ch / sh / ss / z) نضيف للفعل :es

I, You, We, they اسم جمع

wash / watch

He, She, It اسم مفرد

washes / watches

I wash my car.

He washes his car.

(2) إذا انتهى الفعل بحرف y مسبق بحرف ساكن تحذف ونضيف :ies

I, You, We, they اسم جمع

cry / try

He, She, It اسم مفرد

cries / tries

I try to help him.

She tries to help him.

(3) إذا انتهى الفعل بحرف y مسبق بحرف متحرك (a / e / i / o / u) نضيف s فقط:

I, You, We اسم جمع

enjoy / play / pray

He, She, It اسم مفرد

enjoys / plays / prays

(4) باقي نهايات الأفعال نضيف s فقط

I, You, We اسم جمع

cook / start / find

He, She, It اسم مفرد

cooks / starts / finds

I cook lunch.

She cooks lunch.

2 الاستخدام:

1. يعبر عن الحقائق الدائمة وشبه الدائمة

- He works in a hospital.

2. يعبر عن العادات

- I always get up at six o'clock.

3. يعبر عن الأحداث المتكررة

- I go to school every day.

3. الكلمات الدالة عليه:

أ. المجموعة الأولى:

usually	عادة	often	غالبا	sometimes	أحيانا
always	دائما	never	أبدا / لا		

هذه الظروف تسمى ظروف التكرار وغالبا تأتي بعد الفاعل أو بعد فعل يكون :

- I **usually** study my lessons.
- I am **usually** late.

ب. المجموعة الثانية:

in (winter/ summer)	في (موسم)	from time to time	من حين لآخر
on (Friday / Saturday) يوم	في (يوم)	as usual	كالمعتاد
every / each (day / week ..)	كل (يوم / أسبوع ..)	Once / twice.. a day / week ..	مرة / مرتين .. في اليوم / الأسبوع

هذه الظروف تأتي غالبا في بداية أو نهاية الجملة:

- I **visit** my friend from time to time.
- It **rains** in winter.

4. النفي:

He / She / It	الاسم المفرد	doesn't	لا
I / you We / They	الاسم الجمع	don't	لا

Examples:

- He **likes** eating fruit.
- He **doesn't like** eating fruit.
- They **plant** trees.
- They **don't plant** trees.

5. السؤال بهل

Does	هل	+ he / she / it	اسم مفرد	? مصدر الفعل +
Do	هل	+ I / you / we / they	الاسم الجمع	

- She **drinks** coffee.
- Does **she drink** coffee?
- **Yes**, she does. //
- No, she **doesn't**.
- They **plant** trees.
- Do **they plant** trees?
- **Yes**, they do //
- No, they **don't**.



6 السؤال بأداة استفهام

أداة	does	he / she / it	الاسم المفرد	مصدر	? الكلمة
الاستفهام	do	I / you / we / they	الاسم الجمع	الفعل	

Where **does** he play football?

What **do** they plant?

Note the following:

Verb to be

نستخدمه كفعل أساسي في المضارع كما يلي:

الاثبات	النفي	السؤال بهل
I am = I'm أنا أكون	I am not أنا لا أكون	Am I ...? هل أنا ؟
He is = He 's هو يكون	He isn't هو لا يكون	Is he ...? هل هو ؟
She is = She's هي تكون	she isn't هي لا تكون	Is she ...? هل هي ؟
It is = It's هو يكون / هي تكون لغير العاقل	It isn't هو لا يكون / هي لا تكون	Is it...? هل هو / هي ؟
You are = You 're أنت تكون / انتم تكونون	You aren't أنت لا تكون	Are you ...? هل أنت ؟
We are = We're نحن نكون	we aren't نحن لا نكون	Are we ...? هل نحن ؟
They are = They're هم يكونون / هن يكن	they aren't هم لا يكونون	Are they ...? هل هم ؟

He **is** Ahmed.

He **isn't** Ahmed.

Is he Ahmed?

They **are** busy.

They **aren't** busy.

Are they busy?

Activities On Grammar

1. Underline the correct words in brackets. (Structure)

1. Asmaa (speak - speaks - speaking) English.
2. Ahmed (going - go - goes) to school every day.
3. She (am - is - are) hungry.

4. They (is - are - am) tired.
5. I (am - is - are) happy.
6. Kareema always (do - does - is doing) drawing.
7. I (has - have - having) one brother.
8. Tarek (have - has - is) two sisters.
9. We (do - does - doing) cookery class.
10. Sami and Adel (playing - plays - play) volleyball on Mondays.

2. Rewrite the following sentences using the words in brackets:

1. Nada likes playing volleyball. (I)
.....
2. We watch TV at night. (She)
.....
3. I am Omar. (He)
.....
4. Sara never plays at break. (doesn't)
.....
5. I go to the library as usual (usually)
.....
6. Nada played chess last week. (every week)
.....

3. Correct the mistakes.

1. She want to run in the park.
.....
2. Does you tidy your room every day?
.....
3. The brain are the most important organ of the body.
.....
4. Do the heart pump blood around our body?
.....
5. I likes playing sports at the weekend.
.....
6. He don't like listening to music.
.....



Activities

On Lesson 3

1. Underline the correct words in brackets. (Vocabulary)

1. My mother told me to tidy the (lounge - park - language)
2. We can run and play in the (museum - bank - park).
3. I want to (practice - smile - answer) football.
4. Mona looked (happy - disappointed - creative) because she didn't get good marks.
5. I want to do something (bad - wrong - creative) such as drawing.
6. I would like (drawing - to draw - draw) a nice picture.
7. Noha always (makes - takes - does) drawing.
8. Our brain (stops - controls - walks) how we move.
9. I can't (join - control - remember) where I put my pencil and paper.
10. The (cerebellum - cerebrum - brain stem) controls our senses.
11. The (cerebellum - cerebrum - brain stem) controls movement and balance.
12. The (cerebellum - cerebrum - brain stem) joins the two parts of the brain.
13. There are two (dots - sign - hemispheres) in our brain.
14. The (right - left - middle) hemisphere is for solving problems.
15. The (middle - left - right) is used for creative activities.

2. Read and complete.

park - remember - matter - drawing

1. What's the
2. I like going to the
3. I always do
4. Our brain controls how we move and what we

3. Underline the correct words in brackets. (Structure).

1. We (don't - doesn't - isn't) go to school on Friday.
2. Dad always (reading - read - reads) the newspaper.
3. Nada and Ingy (like - likes - liking) taking photos.
4. What do you (does - doing - do)?
5. He doesn't (watch - watches - watching) TV at night.
6. (Is - Do - Does) she go to the park every week?

4. Rewrite the following sentences using the words in brackets:

1. She is from Sudan. (comes)
.....
2. I don't want to go swimming. (He)
.....
3. Hoda reads stories. (always)
.....
4. She likes playing the music. (I)
.....

5. Correct the mistakes.

1. We goes to the club on time.
.....
2. Do he study English?
.....
3. I doesn't like drawing.
.....
4. Mona always go to school on Friday.
.....

6. Supply the missing parts in the following dialogue:

Ali : What does our brain control?

Sally: (1)

Ali : (2)

Sally: The three main areas of the brain are the cerebrum,
the cerebellum and (3)


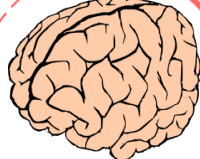


Ali : Wow! That's fantastic.



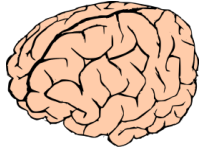

7. Rearrange.

1. cerebrum- our - **The** - controls - thoughts.
.....
2. cerebellum - controls- and - movement - **The** - balance.
.....

8. Supply the missing letters.

			
sm_ l_	br_ _n	l_ _ nge	p_ _k

9. Look and write.

	
think - brain	play - park

10. Read the passage and answer the questions.

Our brain controls how we move, what we remember, and the choices we make. The three main areas of the brain are the cerebrum, the cerebellum and the brain stem, and they all have important jobs. The cerebrum controls our senses, thoughts, how we speak, and our memories. The cerebellum controls movement and balance.

A. Fill in the blank boxes with (True) or (False):

1. The cerebrum controls our senses. (.....)
2. The cerebellum controls movement and balance. (.....)
3. We make choices with our brain. (.....)

B. Answer the following questions:

4. Where is the cerebrum?
5. What are the three main areas in the brain?

Vocabulary

national team

الفريق الوطني

Parasports

العب المعاقين

competition

مسابقة

the Olympics

الاولمبياد

country

دولة

everyone

كل شخص

Egypt cup

كأس مصر

Rio

ريو

bronze

برونزية

race

سباق

New Zealand

نيوزيلندا

train

يتدرب

dedication

تفاني

swimmer

سباح

second place

المركز الثاني

Paralympic games

العب أولمبية

opportunities

فرص

athlete

لاعب رياضي

meter

متر

each time

كل مرة

swimming

السباحة

times

مرات

gold

ذهبية

medals

ميداليات

different

مختلف

championship

بطولة

Africa

أفريقيا

hard work

عمل شاق

first place

المركز الأول

third place

المركز الثالث

sitting volleyball

كرة طائرة من وضع الجلوس

international

دولي

disabilities

إعاقات

same

نفس

sports

الرياضة

champion

بطل رياضي

female

أنثى

silver

فضية

runner

عداء

including

متضمنا

team

فريق

Brazil

البرازيل

level

مستوي

age

سن

join

ينضم الي

Irregular verbs

Present

مضارع

past ماضي

win

يفوز

won

has/have

يملك

had

hold

يعقد

held

Present

مضارع

past ماضي

take place

يحدث

took place

get to

يصل

got to

tell

يخبر

told

Expressions and phrases

get to

يصل الي

have fun

يستمتع

do sport

يمارس رياضة

is held

يعقد / يقام

take part in

يشارك

four times a year

أربع مرات في السنة



Reading

Read and listen.

SB P. 14

The **Paralympic Games** is an international competition for athletes with disabilities. Like the Olympics, it takes place every four years, and is held in a different country each time. **Parasports** is an important area in sports, and Egypt has many athletes who take part in these competitions.

Aya Ayman Abbas is a swimming **champion** who has won the Egypt Cup three times. She was the first female Egyptian Paralympic swimmer in Rio in 2016. She has won lots of gold, silver and bronze medals in many different countries.



Mostafa Fathalla is a runner who takes part in 100-meter, 200-meter and 400-meter races. He joined the national team in Egypt in 2006, and has taken part in lots of international competitions. He has won many medals, including gold in the World Championship in New Zealand.



Ahmed Abdel Fattah plays sitting volleyball. He took part in the 2016 Rio Paralympics, where the team won bronze. He has played with his team in Africa and Brazil and they have won many international competitions for Egypt.



Being a Paralympic or Olympic athlete takes years of **dedication** and hard work. Not everyone can get to this level, but there are many opportunities for everyone to take part and have fun doing a sport they enjoy.

Activities On Lesson 4

1. Underline the correct words in brackets (Vocabulary).

1. The Paralympic Games is an international (food - competition - subject).
2. The Paralympic Games takes (in- part- place) every four years.
3. (Athlete - Swimmer - Parasports) is an important area in sports.
4. Aya Ayman Abbas is a swimming (champion- medal- country).
5. The Paralympic Games is (helped- held- won) in a different country each time.
6. Aya Ayman has (changed - won - left) a lot of medals.
7. Aya Ayman was the first (thing - male - female) paralympic swimmer in Rio.
8. Aya Ayman has won (wood - metal - gold) medals.
9. Mostafa Fathalla is a (footballer - runner - vet).
10. Mostafa Fathalla takes (part - off- out) in a lot of races.
11. Mostafa Fathalla (took -joined - won) the national team in 2006.
12. Ahmed Abdel Fattah plays (standing - sitting - dancing) volleyball.
13. Being a Paralympic or Olympic athlete takes years of (dictation - germination - dedication).
14. There are many (opportunities- pictures- diets) for everyone to take part in the Olympics.
15. I enjoy (making - doing - carrying) sports.

2. Read and write T (True) or F (False)

1. Mostafa Fathalla joined the national team in Egypt in 2005. ☐
2. Ahmed Abdel Fattah plays sitting volleyball. ☐
3. The Paralympics is held every year. ☐
4. You need to work hard to take part in parasports. ☐



3. Supply the missing parts in the following dialogue:

Rola : Who is Aya Ayman Abbas?

Jena :

Rola : What has she won?

Jena :

Rola :?

Jena : She was the first female Egyptian Paralympic swimmer.

4. Rearrange.

1. takes - in - **Egypt** - part - a lot of - competitions.

.....

2. has - medal - **She** - gold - a - won.

.....

5. Look and write.



play - volleyball

.....



paralympics - held

.....

6. Read and complete.

competitions - runner - athletes - takes

1. Mona has won a lot of

2. The paralympic games place every four year.

3. Egypt has many

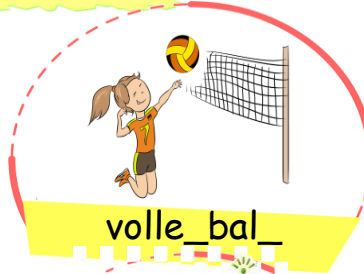
4. Mostafa Fathalla is a

7. Punctuate.

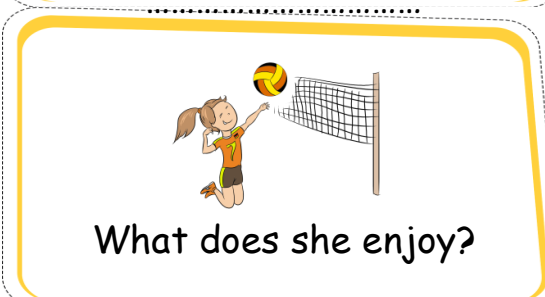
mohamed salah is a very famous footballer

.....

8. Supply the missing letters.



9. Look at the pictures and answer the questions.



10. Look and write a paragraph of four (4) sentences.

.....

.....

.....



Lessons
5.6

Writing

SB P. 16 - 18
AB P. 14 -16

Writing Vocabulary

nervous system

الجهاز العصبي

healthy diet

نظام غذائي صحي

title

عنوان

vitamins

فيتامينات

fat

دهون

snacks

وجبة خفيفة

clear way

طريقة واضحة

perhaps

ربما

regularly

بانتظام

conclusion

الخاتمة

fiber

ألياف

several sentences

جمل عديدة

carbohydrates

كربوهيدرات

routine

روتين

minerals

معادن

protein

بروتين

develop

يطور

extra

إضافي

exercise

تمرين

habits

عادات

as well

بالمثل

tips

نصائح

topic sentence

جملة موضوعية (تمهيدية)

right food

طعام مناسب

a range of

مجموعة من

sugar

سكر

active

نشط

summarize

يلخص

type of

نوع من

main body

الجسم الرئيسي

mental health

صحة ذهنية

middle

منتصف

Choosing the best title

SB P. 16

Writing tip!

When you choose a title for a text, you need to summarize what it is about in a quick and clear way. You don't need any extra or unimportant information. It's a good idea if you can make it funny or interesting, too.

اختيار أفضل عنوان:

عندما نختار عنوان للنص : نحن بحاجة الي:

1. تلخص ما يدور حوله النص بطريقة واضحة وسريعة.
2. لا نحتاج الي معلومات إضافية أو غير مهمة.
3. من الجيد أن نجعله مضحك أو شيق.

Check: Choose the best title for each paragraph:

Do sports every day!

Tips for a healthy diet

Unhealthy habits

Why you need to eat fruit

How to start an exercise routine

1.

Starting an exercise routine is hard, but it's a good idea to try to do some exercise three to five times a week. It's easier if you find a sport you enjoy doing, perhaps something you can do with friends. Find a time that is easy for everyone in your family.

2.

Eating the right food is very important for our health. We need a range of different kinds of food, with lots of vitamins and minerals. We shouldn't eat too much sugar or fat, and fruit and vegetables are healthy choices. It's important to drink lots of water, too, especially on hot days.

3.

It's fun to play video games sometimes, but it's good to be active as well. Sitting still for a long time isn't good for your health. Sometimes people eat more unhealthy snacks when they are watching TV or playing on the computer. Try not to develop unhealthy habits.

Did you know? SB P. 16

A paragraph is made up of several sentences (3-8 sentences). A paragraph contains a topic sentence, main (body) sentences and a conclusion sentence.

البراجراف / الفقرة الانشائية:

1. يتكون البراجراف من مجموعه من الجمل (من 3 الي 8 جمل)
2. لابد أن يحتوي البراجراف علي جملة موضوعية (تمهيدية) و جمل رئيسية (جسم البراجراف) وجملة خاتمة.

لاحظ ما يلي جيدا

1. الجملة الموضوعية / التمهيدية:
هي الجملة الاولى في البراجراف، وهي تقدم الموضوع الذي سوف نتحدث عنه.
2. الجمل الرئيسية / الجسم:
توضع هذه الجملة بعد الجملة التمهيدية وتكون في المنتصف بين الجملة التمهيدية والخاتمة. وهي تعطينا المزيد من المعلومات عن الجملة التمهيدية وتسمى ايضا جمل مدعّمه.
3. الجملة الخاتمة:
الجملة الخاتمة تكون في نهاية البراجراف ، وهي تنهي البراجراف.



Check:

Topic sentence	It's fun to play video games sometimes, but it's good to be active as well.
Body	Sitting still for a long time isn't good for your health. Sometimes people eat more unhealthy snacks when they are watching TV or playing on the computer.
Conclusion	Try not to develop unhealthy habits.

Read the text:

You are organizing a summer camp for children aged nine and ten. What kind of activities can you do? Think of a mixture of physical and mental activities. Why are they important? Plan activities for the morning and afternoon. Choose what you can have for lunch and for snacks. camp! Summer To lead a healthy life, we need a mixture of physical and mental activities. Physical activity is good for your body. It makes our muscles strong and helps us use up the calories we get from food. Mental activities are good for our brain. When you draw, paint, write, or play an instrument, you really focus on the creative activity, so you relax. Come to our three-day summer camp. Play sports and learn new skills. Make friends and have fun!

Check:

You are organizing a summer camp for children aged nine and ten. What kind of activities can you do?
Think of a mixture of physical and mental activities.
Why are they important?
Plan activities for the morning and afternoon.
Choose what you can have for lunch and for snacks

.....

.....

.....

Activities

On Lessons 5&6

1. Underline the correct words in brackets (Vocabulary).

1. It's a good idea to try to (do - make - carry) some exercise three to five times a week.
2. Eating the right food is very important for our (health - vitamin - mineral).
3. We shouldn't eat too much sugar or (fat - fruit - vegetables).
4. It's important to drink lots of (tea - coffee - water).
5. Try not to develop unhealthy (habits - people - days).

2. Read the passage and answer the questions.

To lead a healthy life, we need a mixture of physical and mental activities. Physical activity is good for your body. It makes our muscles strong and helps us use up the calories we get from food. Mental activities are good for our brain. When you draw, paint, write, or play an instrument, you really focus on the creative activity, so you relax. Come to our three-day summer camp. Play sports and learn new skills. Make friends and have fun!

A. Answer the following questions:

1. What do we need to lead a healthy life?
2. What is the main idea of the passage?

A. Choose the correct answer.

3. (Mental - Physical - Mental and physical) activities are good for us.
4. Physical activities make us (rich- strong - weak).

3. Look and write a paragraph of four (4) sentences.

.....

.....

.....



Activities

On Unit 1

1. Underline the correct words in brackets (Vocabulary).

1. In the (lungs- solar- digestive), the oxygen in the air is passed to the blood.
2. When we move, we use our (stomach - bones - tongues) and muscles.
3. Muscles are (cut - attached - chewed) to our bones.
4. We (touch - taste - smell) with our nose.
5. We use sign language to (chew - swallow - communicate) with deaf people.
6. The family will (drink - tidy - guess) the lounge.

2. Rearrange.

1. heart - pumps - the body - **The** - around - blood.
.....
2. to see - our - **We** - eyes - use.
.....

3. Underline the correct words in brackets (Structure).

1. (**Does** - Is - Are) he busy now?
2. I don't (has - have - had) a car.
3. Mona and Sara (doesn't - isn't - don't) like painting.
4. Dalia (doesn't - aren't - isn't) lazy.
5. We (go - goes - going) to the park every day.
6. Nader (is - are - am) my friend.
7. My father (drive - drives - driving) me to school every day.
8. I usually (play - playing - plays) tennis.

4. Rewrite the following sentences using the words in brackets:

1. I like drinking cola. It's not healthy. (**never**)

.....

2. Are you interested in films? (**Do**)

.....

5. Correct the mistakes.

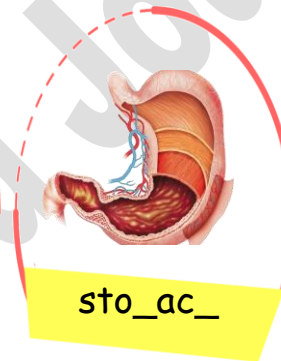
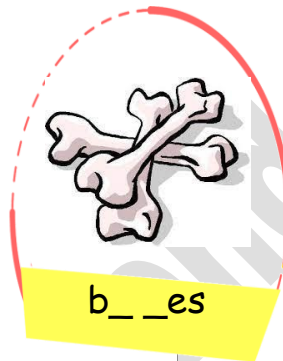
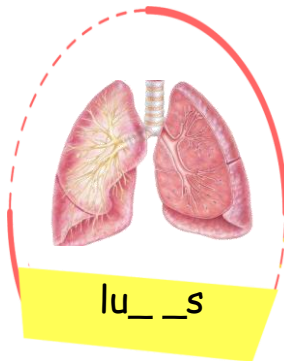
1. **Does** they walk to school?

.....

2. Samar **read** a story every Friday.

.....

6. Supply the missing letters.



7. Read and complete.

savory - bones - cerebellum - tongue

1. The protect our organs.

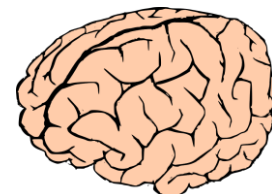
2. Some foods are sweet but others are

3. We taste with our

4. The controls movement and balance.

8. Look and write a paragraph of **four (4) sentences.**

.....
.....
.....



9. Supply the missing parts in the following dialogue:

Mom : Where are you going, Maged?

Maged: I am going to the (1)

Mom : (2)?

Maged: By bus.

Mom : What will you do there?

Maged: I will (3)

10. Look and write.



listen - ears



Braille - invent

11. Read the passage and answer the questions.

The Paralympic Games is an international competition for athletes with disabilities. Like the Olympics, it takes place every four years, and is held in a different country each time. Parasports is an important area in sports, and Egypt has many athletes who take part in these competitions.

A. Fill in the blank boxes with (True) or (False).

1. The Paralympics takes place every day. (.....)
2. Parasports is an important area in sports. (.....)
3. Egypt has many athletes. (.....)

B. Answer the following questions:

4. What is the main idea of the passage?
5. Where is Paralympic games held?

12. Punctuate.

i like english and arabic

.....

UNIT
2



Plants and animals

Scope and Sequence

المحتوي والتسلسل

Vocabulary المفردات اللغوية	animals: amphibian, arachnid, bat, bird, fish, invertebrate, mammal, reptile, species, vertebrate; beak, fin, fur, gill, scales; crab, dragonfly, grasshopper, jellyfish, octopus, snail, squid Comparative and superlative adjectives; adverbs
Language اللغة	<ul style="list-style-type: none"> - An Asian elephant is smaller than an African elephant. - The biggest animal in the world lives in the sea. - Some invertebrates can swim very well.
Reading القراءة	Texts about animal classification; a text about animal sizes
Writing الكتابة	Practicing dictionary skills; writing about advantages and disadvantages; a habitat report
Speaking التحدث	A True or False game; discussion about colors; description of a picture
Listening الاستماع	Facts about animals; facts about under the sea world
Life skills المهارات الحياتية	Critical thinking: considering advantages and disadvantages Collaboration: pairwork about a micro-habitat
Values القيم	Appreciation of science
Issues and challenges القضايا والتحديات	Environmental responsibility
Integrated cross-curriculum topics التكامل عبر موضوعات المنهج	Science: classification of animals Art: primary and secondary colors

Lesson 1

Vertebrates

SB P. 22-23
AB P. 18

Definitions

species	أجناس	a group of animals that are the same or very similar
vertebrates	فقاريات	animals with a backbone
mammal	حيوان ثديي	an animal that drinks milk from its mother's body when it is young
reptile	حيوان زاحف	an animal whose body is covered with scales, and whose blood changes temperature

Vocabulary

warm-blooded	ذوات الدم الحار
animals	حيوانات
scale	حرشفة - قشرة
fur	فرو
hair	شعر
except	ما عدا
moist	رطب
habitat	موطن طبيعي
lungs	الرئتين
oxygen	الأكسجين
saltwater	ماء مالح
freshwater	مياه عذبة
hard	صلب
different	مختلف
seeds	بذور

cold-blooded	ذوات الدم البارد
backbone	العمود الفقري
human	إنسان - بشر
whale	حوت
seal	فقمة
bat	خفاش
river	نهر
frog	ضفدع
toad	علجوم (ضفدع طين)
gills	خياشيم
fins	زعانف
wetlands	أرض رطبة
shape	شكل
nuts	مكسرات
meat	لحم

however	مع ذلك - بينما
turtle	سلحفاة
amphibians	برمائيات
sea	بحر
live	يعيش
need	يحتاج
survive	ينجو
smooth	ناعم
skin	جلد - بشرة
breathe	يتنفس
move	يتحرك
feathers	ريش
wings	أجنحة
beak	منقار
Kind = type	نوع

Irregular verbs

Present	مضارع	past	ماضي
lay	يبض - يضع	laid	
fly	يطير	flew	
eat	يأكل	ate	

Present	مضارع	past	ماضي
feed	يطعم	fed	
spend	يقضي (وقت)	spent	



Expressions and phrases

find out = discover	يكتشف
give birth to	تلد
keep (kept) warm	يبقي دافئ
take (took) in	يستقبل - يأخذ

On Earth	علي الأرض
on land	علي اليابسة
In addition	بالإضافة إلى ذلك

Reading. SB P. 22

Vertebrates

Vertebrates are animals with a backbone.
There are five different types of vertebrates.



Mammals

Mammals have hair or fur on their bodies. They are **warm-blooded**. They feed their babies with milk and most of them give birth to their babies. They don't lay eggs. Humans are mammals. Most mammals live on land, but some live in the sea, such as whales and seals. **Bats** are the only mammals that can fly.

Reptiles

Reptiles are **cold-blooded**. This means that they have to spend time in the sun to keep warm. Most reptiles have four legs, except snakes who don't have any. They don't have hair or fur. They have **scales**. In addition, all reptiles lay eggs. Most reptiles lived on land. Some can live in rivers or the sea, such as turtles, but they come onto land to lay their eggs.

Amphibians

Amphibians can live on land and on water, but they need water or a **moist** habitat to survive. Like reptiles, they are cold-blooded and they lay eggs. However, amphibians, like frogs and toads, always lay their eggs in water. They have smooth skin, not scales. They can take in oxygen through their skin and their lungs.

Fish

Fish live in water and take in oxygen through their gills; they can't breathe air. They are cold-blooded and they lay eggs. They also have scales and they use **fins** to move. There are thousands of different types of fish in all water habitats - saltwater, freshwater and wetlands.

Birds

Birds are warm-blooded, but they don't have fur or hair. All birds have feathers, and they all have wings. Birds lay eggs which are hard. Most birds can fly, but some can't.

They have **beaks**, which are made of bone. Their beaks are different shapes because they eat different food; some birds eat meat, some eat nuts and some eat **seeds**.



Language Notes

1. lay (**laid**) يضع - يبيض

e.g. If an animal **lays** an egg, an egg comes out of its body.
She **laid** the baby on the bed yesterday.

2. lie (**lay**) يرتاح - يتكئ

e.g. I **lay** down for a nap **yesterday**.

3. Like + noun اسم مثل

e.g. **Like** reptiles, amphibians are cold-blooded.

4. breathe / breath نفس يتنفس

e.g. Fish can't **breathe** air.
He took a deep **breath** before the competition.



Listen and say. **SB P. 23**

1



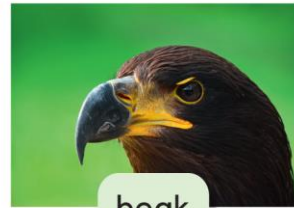
vertebrate

2



fins

3



beak

4



fur

5



scales

1. Write the type of vertebrate.

1



2



3



4



5



2. Listen and say.

Amphibians
lay eggs on land.



False!
They lay
eggs in
water.



Activities

On Lesson 1

1. Underline the correct words in brackets.

1. There are (four - two - five) different types of vertebrates.
2. (Mammals - Reptiles - Amphibians) are warm-blooded.
3. Most of mammals give (eggs - birth - scales) to their babies.
4. Mammals feed their babies with (meat - plants - milk).
5. Mammals (lay - don't lay - make) eggs.
6. Humans are (reptiles - amphibians - mammals).
7. (Whales - Bats - Seals) are the only mammals that can fly.
8. (Mammals - Reptiles - Humans) are cold-blooded.
9. (Frogs - Elephants - Snakes) don't have any legs.
10. (Amphibians - Mammals - Reptiles) need water or a moist habitat to survive.
11. Turtles come onto (water - trees - land) to lay their eggs.
12. Frogs always lay their eggs in (land - water - sand).
13. Amphibians take in (food - eggs - oxygen) through their skin and their lungs.
14. Fish take in oxygen through their (scales - gills - lungs).
15. Fish use (fins - gills - scales) to move.
16. Fish have (hair - fur - scales).
17. (Birds - Reptiles - Fish) are warm-blooded.
18. Fish can't (breath - breathe - breeze) air.
19. All birds have (fins - fur - feathers) and wings.
20. Birds have (beaks - gills - fins).
21. Birds lay eggs which are (soft - cold - hard).
22. Reptiles have (hair - scales - fins).



2. Supply the missing parts in the following dialogue:

Heba: (1)

Nora: I like whales.

Heba: What kind of vertebrates are they?

Nora: (2)




Heba: Where do they live?

Nora: (3)

Heba: Do they lay eggs?

Nora: No, they don't. They give birth to their babies.

3. Supply the missing letters.

			
f _ _ g	s _ a _ e	_ h a _ e	b _ _
			
sc _ _ es	g _ l _ s	s _ a _	be _ _

4. Read and match.

- | | |
|----------------|--|
| 1. reptile | a. an animal that drinks milk from its mother's body when it is young. |
| 2. species | b. an animal whose body is covered with scales, and whose blood changes temperature. |
| 3. mammal | c. are animals with a backbone. |
| 4. vertebrates | d. a group of animals that are the same or very similar. |

5. Rearrange.

1. land - **Most**- live - mammals - on.

.....

2. of - are - bones - **Beaks** - made.

.....

6. Look and write.



lay - eggs

.....



feed - milk

.....

7. Read the passage and answer the questions.

Reptiles are cold-blooded. This means that they have to spend time in the sun to keep warm. Most reptiles have four legs, except snakes who don't have any. They don't have hair or fur. They have scales. In addition, all reptiles lay eggs. Most reptiles lived on land. Some can live in rivers or the sea, such as turtles, but they come onto land to lay their eggs.

A. Answer the following questions:

1. What does "cold-blooded" mean?

2. Where do turtles lay their eggs?

A. Choose the correct answer.

3. Reptiles have (**feathers - fins - scales**).

4. Most reptiles have four legs, except (**snakes - turtles - horses**).

8. Look and write a paragraph of four (4) sentences.

.....

.....

.....

.....



Lesson
2

Language

SB P. 24 - 25
AB P. 19 - 20

Vocabulary

anaconda

الاناكوندا (أفعى ضخمة)

howler monkey

قرد العواء

How big...? كم حجم...؟

natural

طبيعي

ostrich

نعامة

tiny

صغير جدا - دقيق

African

أفريقي

Asian

آسيوي

scientist

عالم

cheetah

فهد

language

لغة

tortoise

سلحفاة

head

رأس

length

طول

spider monkey

القرد العنكبوت

narwhal

ناروال (حوت صغير)

whale shark القرش الحوت

hummingbird طائر الطنان

Cuba

كوبا

enormous

ضخم - هائل

meter

متر

centimeter

سنتيمتر

millimeter

ملليمتر

large

كبير

dangerous

خطير

size

حجم

giant

عملاق

height

ارتفاع

Papua New Guinea

بابوا غينيا الجديدة

sloth

حيوان الكسلان

blue whale الحوت الأزرق

chameleon

حرباء

Madagascar

مدغشقر

leopard

فهد

ant

نملة

extremely

ل للغاية

strong

قوي

heavy

ثقل

loud voice

صوت عال

crocodile

تمساح

hippo

فرس النهر

country

دولة

Irregular verbs

Present

مضارع

past

think

يفكر - يعتقد

thought

Present

مضارع

past

find

يجد

found

Expressions and phrases

can be up to

يمكن أن يصل إلى

In fact

في الحقيقة

Reading. SB P. 24

big and small

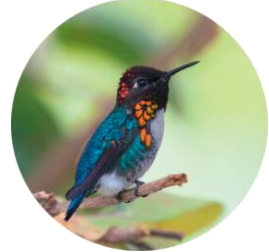
In the **natural** world, there are some **enormous** animals, and some **tiny** ones! The biggest animal **on land** is a **mammal**: the African elephant. The African elephant is bigger than the Asian elephant.



The biggest animal in the world is also a mammal, but it lives in the sea. It's the blue **whale**, and it can be up to 30 meters long. **In fact**, they are the biggest animals that have ever lived **on Earth**!

The whale **shark** is the biggest fish in the world. It's smaller than the blue whale, at about 12 meters long.

The smallest bird is the bee **hummingbird**, which is about 5.5 centimeters long. It lives in Cuba. The biggest bird is the **ostrich**. It can be 2.5 meters tall! Ostriches are faster than **leopards**, but they can't fly.



In 2012, **scientists discovered** a tiny **chameleon** in Madagascar. People think it is the smallest reptile in the world, at just 30 millimeters long!



But even that is bigger than a frog in Papua New Guinea. It's 7 millimeters long, so it is the smallest **vertebrate** that we have discovered.



Did you know?

Ants are small, but they are extremely strong! For their size, they are much stronger than humans.



Language focus



Comparative & Superlative Adjectives

تنقسم الصفة في المقارنة الى ثلاثة درجات :

1. الدرجة البسيطة: وهي الصفة العادية التي نستخدمها في وصف شخص او شئ مثل:

- The ostrich is **fast**. - The ant is **small**. - Rola is **tall**.

ويمكن استخدامها عندما تكون الصفة موجودة لدى شخصين او شيئين ولكن بشكل

Dina is **as** clever **as** Amany.

متساوي او متقارب جدا مثل:



2. **درجة المقارنة** : نستخدمها لإظهار أن شخص أو شيء يتفوق علي الآخر في الصفة

مثل : Samy is **shorter than** Magdy.

3. **درجة التفضيل العليا** : ونستخدمها عندما نريد أن نقارن بين ثلاث أشخاص أو

أشياء أو أكثر : The ostrich is **the biggest** bird.

هيا بنا نتحدث عن ذلك بالتفصيل

1. في حالة **تساوي الصفة** نستخدم:

المقارن به + as + الصفة العادية + as + فعل يكون + الشخص او الشيء

Sally is **as kind as** Amira.

Rasha isn't **as clever as** Gameela.

تكوين درجات المقارنة :

أي صفة يتم تقسيمها إلى مقاطع والمقطع هو:

أن نسمع صوت حرف متحرك في الكلمة فإذا سمعنا حرف متحرك واحد معناه أن الصفة مقطع واحد أما إذا سمعنا حرفين متحركين معناه ان الصفة تتكون من مقطعين وهكذا مثل:

المقطع الأول dan	المقطع الثاني ger	المقطع الثالث ous
dangerous		

المقطع الأول ex	المقطع الثاني pen	المقطع الثالث sive
expensive		
غالي		

tall (مقطع واحد) \ fat (مقطع واحد) \ heavy (مقطعين)

useful (مقطعين) \ expensive (ثلاث مقاطع)

2. في حالة **درجة المقارنة بين شخصين أو شيئين مع الصفات ذات المقطع الواحد**:

الصفة العادية		المقارنة بين اثنين adjective + er + than	
tall	طويل	taller than	اطول من
short	قصير	shorter than	أقصر من

E.g. Hana is **tall**.

Hana is **taller than** Merna.

Ramez is **short**.

Ramez is **shorter than** Samir.

في حالة درجة المقارنة بين شخصين أو شيئين مع الصفات ذو الثلاث مقاطع أو أكثر:

الصفة العادية	المقارنة بين اثنين more / less than
beautiful جميل	more beautiful than أجمل من
dangerous خطير	less dangerous than أقل خطورة من

E.g. Snakes are more dangerous than monkeys.

الصفات ذات المقطعين نتعامل معها علي حسب نهايتها كما يلي:

أ. إذا انتهت الصفة ب (r \ er \ w \ y) تعامل معاملة الصفات ذو المقطع الواحد كما ذكرنا أعلاه مثل كلمة (heavy):

- The elephant is heavy.
- The elephant is heavier than the horse.

ب. إذا انتهت الصفة بأي نهاية أخرى تعامل معاملة الصفات ذو الثلاث مقاطع فأكثر مثل:

- The computer is useful.
- The computer is more useful than TV.

3. في حالة درجة التفضيل العليا (المقارنة بين ثلاث أشخاص/ أشياء أو أكثر) مع الصفات ذات المقطع الواحد:

الصفة العادية	المقارنة بين ثلاث أو أكثر the + adjective + est
small صغير	the smallest الأصغر
big كبير	the biggest الأكبر

E.g. It is the smallest vertebrate.

The ostrich is the biggest bird.

في حالة درجة التفضيل العليا (المقارنة بين ثلاث أشخاص/ أشياء أو أكثر) مع الصفات ذو الثلاث مقاطع أو أكثر:

الصفة العادية	المقارنة بين ثلاث أو أكثر the most/least + adjective
enormous ضخم	the most enormous الأضخم
useful مفيد	the least useful الأقل فائدة

E.g. This is the most enormous building.



Notes: ملاحظات

- 1- عند إضافة (er / est) للصفة هناك صفات يحدث به تعديل كما يلي :
(1) إذا انتهت الصفة ب (e) نضيف (r / st) فقط للصفة مثل :
nice / nicer than / the nicest
(2) إذا انتهت الصفة ب (y) وقبلها حرف واحد ساكن تقلب إلى (i) ثم نضيف (er/est) مثل :
heavy / heavier than / the heaviest
happy / happier than / the happiest
(3) إذا انتهت الصفة بحرف ساكن قبله حرف متحرك نضاعف الحرف الساكن أي (نكتبه مرتين) ثم نضيف (er/est) مثل :
fat / fatter than / the fattest big / bigger than / the biggest
2. الاستغناء عن (than) في المقارنة:
- تستطيع الاستغناء عن (than) مع صفات المقارنة إذا لم تذكر طرف المقارنة الآخر بعدها،
كما يلي:
* Which is bigger, the cinema or the theatre?
- Mona is taller (than Nada).

Note: لاحظ هذه الصفات الشاذة لها شكل حفظه كما هو

(comparative) good → better than / bad → worse than
(superlative) good → the best / bad → the worst

Activities On Grammar

1. Underline the correct words in brackets. (Structure)

1. The African elephant is (big - biggest - bigger) than the Asian elephant.
2. The (as big - biggest - bigger) animal in the world is a mammal.
3. Ostriches are faster (the - as - than) leopards.
4. The whale shark is (the - as - than) biggest fish in the world.
5. Rami is (as clever - cleverer - cleverest) as Nabil.
6. This tiny chameleon is the (smaller - as small - smallest) reptile.
7. Ants are (strongest - stronger - as strong) than humans.

8. Horses are (faster - as fast - fastest) than camels.
9. My marks are the (better - as good - best).
10. Hana is (as kind - kinder - kindest) than Rania.
11. Hassan is (most - least - more) helpful than Mohamed.
12. My car is the (more - less - most) expensive car.

2. Rewrite the following sentences using the words in brackets:

1. Ali is shorter than Hossam. (taller)
.....
2. No other animal is more dangerous than the lion. (The lion...)
.....
3. An ostrich is bigger than a hoopoe. (smaller)
.....
4. The plane is faster than the train. (The train)
.....
5. No girl is nicer than Jana. (Jana.....)
.....
6. The giraffe is taller than any other animal. (the)
.....

3. Correct the mistakes.

1. Saja is clever than Nadine.
.....
2. He is the fatter boy.
.....
3. Adel is as quiet than Hany.
.....
4. Dina is the more beautiful girl.
.....
5. Fruits are than most useful.
.....

Activities

On Lesson 2

1. Underline the correct words in brackets. (Vocabulary)

1. The biggest animal on land is a (frog - spider - mammal).
2. The Asian elephant is (bigger- smaller - larger) than the African elephant.
3. The (frog - chameleon - blue whale) is the biggest animal in the world.
4. The blue whale can be up to 30 (meters - centimeters - millimeters).
5. The (leopard - whale shark - ostrich) is the biggest fish in the world.
6. The whale shark is about (30 - 20 - 12) meters long.
7. The bee hummingbird is about 5.5 (meters - centimeters - millimeters) long.
8. (Frogs - Bee hummingbirds - Ostriches) are faster than leopards.
9. Ostriches (can't fly - can fly - fly).
10. The smallest bird is the (ostrich - bee hummingbird - frog).
11. In (2000 - 2021 - 2012), scientists discovered a tiny chameleon in Madagascar.
12. A (chameleon - whale shark- frog) in Papua New Guinea is the smallest vertebrate.
13. The biggest bird is the (ostrich - bee hummingbird - frog).
14. The (elephant - chameleon - leopard) is a reptile.
15. Ants are (taller - bigger - stronger) than humans.
16. A frog in Papua New Guinea is (30 - 7 - 12) millimeters long.
17. A tiny chameleon in Madagascar is (5.5-9 -30) millimeters long.
18. The bee hummingbird lives in (Egypt - Madagascar - Cuba).

2. Read and write T (True) or F (False)

1. The biggest animal in the world lives on land. ☐
2. The biggest animal in the sea is a fish. ☐
3. The smallest vertebrate is a bird. ☐
4. The biggest bird in the world can't fly. ☐

3. Underline the correct words in brackets (Structure).

1. Amal is (happy - happier - as happy) than Heba.
2. Grandpa is as (old - older - oldest) as my grandma.
3. This is the (thinnest - thinner - as thin) snake.
4. Sherif is taller (the - as - than) Emad.
5. She is (than - then - the) saddest girl.
6. Chinese isn't as easy (than - as - the) English.

4. Rewrite the following sentences using the words in brackets:

1. The car is smaller than the bus. (bigger)
.....
2. No bird is faster than the ostrich. (the)
.....
3. A butterfly isn't as tiny as an ant. (An ant...)
.....
4. No other boy is kinder than my brother. (My brother ...)
.....

5. Correct the mistakes.

1. The soup is hottest than the rice.
.....
2. A bee hummingbird is than smallest bird.
.....

6. Supply the missing parts in the following dialogue:

Sara : What is your favorite animal?

Eman: (1)

Sara : (2)?

Eman: It lives in Madagascar.

Sara : How big is it?

Eman: (3)

7. Rearrange.

1. is - than - An ostrich - a leopard - faster.
.....
2. an ostrich - is - than - A bee hummingbird - smaller.
.....



8. Look and write.

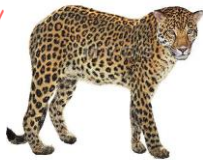


7 - millimeters



30 - meters

9. Supply the missing letters.



leo_ar_



os_ri_h



cha_e_eon



elep_a_t

10. Read the passage and answer the questions.

The whale shark is the biggest fish in the world. It's smaller than the blue whale, at about 12 meters long. The smallest bird is the bee hummingbird, which is about 5.5 centimeters long. It lives in Cuba. The biggest bird is the ostrich. It can be 2.5 meters tall! Ostriches are faster than leopards, but they can't fly. In 2012, scientists discovered a tiny chameleon in Madagascar. People think it is the smallest reptile in the world, at just 30 millimeters long!

A. Fill in the blank boxes with (True) or (False).

1. The blue whale is bigger than the whale shark. (.....)
2. The biggest bird is the bee hummingbird. (.....)
3. Ostriches can't fly. (.....)

B. Answer the following questions:

4. What is the biggest fish in the world?
5. How tall is the ostrich?

Lesson 3

Invertebrates

SB P. 26 - 27
AB P. 21

Vocabulary

invertebrates

اللافقاريات

quickly = **fast**

بسرعة

crab

سلطعون

shell

قشرة - صدفة

protection

حماية

jellyfish

قنديل البحر

octopus

إخطبوط

squid

حبار

grasshopper

جرادة

starfish

نجم البحر

easily

بسهولة

protect

يحمي

walk

يمشي

colorful

غني بالألوان

atlas moth

فراشة الأطلس

cold-blooded

ذوات الدم البارد

soft

طري - لين

hard

صلب

enough

كافي

project

مشروع

Wait!

انتظر!

snail

حلزون

dragonfly

اليحسوب

research

بحث

very well

جيذا

information

معلومات

live

يعيش

Earth

الأرض

rainforest

غابة مطرة / استوائية

warm-blooded

ذوات الدم الحار

laugh

يضحك

move

يتحرك

insect

حشرة

amazing

مدهش - مذهل

jump

يقفز

spider

عنكبوت

arachnid

حيوان عنكبوتي

cell phone

هاتف محمول

slowly

ببطء

way

طريقة

sea

بحر

legs

أرجل

Irregular verbs

Present

مضارع

past

write

يكتب

wrote

find

يجد

found

swim

يسبح

swam

hide

يختبئ

hid

Present

مضارع

past

choose

يختار

chose

know

يعرف

knew

fly

يطير

flew

think

يفكر - يعتقد

thought

Expressions and phrases

Good idea!

فكرة جيدة!

Of course.

بالطبع.

look on the internet

يبحث على الانترنت

Well done!

أحسننت!



Reading. SB P.26

What does Sami find out?

'Dad, I don't know what to write for my project!' said Sami sadly. 'I have to find out about some animals, but I don't know which animals to choose.'

'Why don't you write about **invertebrates**?' asked Sami's dad. 'More than 90% of all animals are invertebrates.'

'Good idea!' said Sami. Can I look on the internet quickly to find out information, please?'

'Of course,' said Dad.

'Oh wow!' said Sami. 'I've found a lot of information! Invertebrates are cold-blooded. They live on land and in water. Some invertebrates, such as **crabs**, have a hard shell for **protection**. Others, like **jellyfish**, have soft bodies. Some invertebrates can swim very well, such as the **octopus** and the **squid**.'

'Do you have enough information for your project?' laughed Dad.

'Oh yes!' said Sami. 'Wait, I've found more! Some invertebrates, such as **snails**, have hard shells and move very slowly. Others are faster. **Dragonflies** can fly very fast.'

Insects are also invertebrates. They have six legs. I think **grasshoppers** are the most amazing insects. They can jump more than a meter!' Did you know that the spider is not an insect? It has 8 legs and is called an **arachnid**. It can move very quickly.

'Well done!' said Dad. 'Have you finished your research? Can I have my cell phone back now, please?'

Look and read

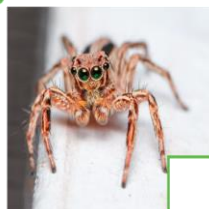
a



b



c



d



Language focus

Adverbs الظروف/الأحوال

Adverbs are words used to describe verbs or adjectives and refer to time and place as well.

الظروف هي كلمات تستخدم لوصف الأفعال والصفات وللإشارة إلى المكان والزمان كذلك.

Grandpa walks **slowly**.

كلمة **slowly** في هذه الجملة هي ظرف وصف للفعل **walks**.

Amira is very **pretty**.

كلمة **very** في هذه الجملة هي ظرف وصف للصفة **pretty**.

Omar isn't **here**.

كلمة **here** في هذه الجملة هي ظرف إشارة للمكان.

We played tennis **yesterday**.

كلمة **yesterday** في هذه الجملة هي ظرف إشارة للزمان.

Form and Use

التكوين والاستخدام

The formation of adverbs with 'ly'. تكوين الظروف بإضافة حرفي **ly**.

A. Many adverbs of manner and some adverbs of degree are formed by adding 'ly' to corresponding adjectives:

quick, quickly - slow, slowly - sad, sadly

Spelling notes

ملاحظات إملائية

a. A final 'y' changes to 'i':

angry, angrily - happy, happily , witty, wittily.

b. A final 'e' is retained before 'ly':

extreme, extremely - free, freely.

c. Adjectives ending in 'a consonant + le' drop the 'e' and add 'y':

الصفات المنتهية بحرف ساكن + le قم بحذف حرف e ثم أضف حرف y فقط.

terrible, terribly - horrible, horribly

probably, probably - simple, simply

Note that the adverb of 'good' is 'well'.



لاحظ أن الظرف من **good** هو **well**.

B. Adjectives ending in 'ly':

'daily, weekly, monthly, yearly, etc. ... kindly and sometimes leisurely can be **adjectives** and **adverbs**, but most other adjectives ending in 'ly',

e.g. 'friendly, likely, lonely, etc.' cannot be used as adverbs and have no adverb form. To supply this deficiency we use a similar adverb or adverb phrase.

مثل (يومي - أسبوعي - شهري - سنوي - الخ .. أو عطوف وأحياناً متمهل) من الممكن أن تستخدم

الصفات المنتهية بـ **ly** كصفات أو ظروف

علي سبيل المثال (ودود - محتمل - وحيد) يمكن أن تستخدم ظروف ولكن معظم الصفات الأخرى

المنتهية بـ **ly**

وليس لها أشكال ظروف خاصة بها ولكي نعوض هذا النقص نلجأ إلي استخدام ظرف مشابه أو جملة ظرفية.

likely (**adjective**) ➡ probably (**adverb**) من المحتمل - ربما

friendly (**adjective**) ➡ in a friendly way (**adverb phrase**) بطريقة ودية

Adjectives and adverbs with the same form: صفات وظروف لها نفس الشكل

fast - hard - back - wrong - high - low - long - short - ill -

well - early - late - near - far

Used as adjectives مستخدمين كصفات	Used as adverbs مستخدمين كظروف
a fast train	The train goes fast .
The work is hard .	They work hard .
You look ill/well .	An ill /a well-made road.
You must be early for school.	You must get up early for school.

Activities

On Grammar



1. Underline the correct words in brackets. (Structure)

- The tortoise moves (slow - slowly - quick).
- The octopus swims (fast - slow - quick).
- She talks (sad - happy - sadly).
- Some invertebrates can swim very (well - good - slow).
- Horses run (slow - quick - quickly).
- Dragonflies can fly very (fast - slow - good).
- We always work (sad - good - hard).
- Some spiders can hide very (easy - easily - slow).
- Nora is singing (happily - happy - sad).
- I don't like him. He is talking (bad - sad - badly).



2. Change the adjectives in brackets into adverbs.

- The spider moves (quick)
.....
- The sloth is walking (slow)
.....
- Ehab is shouting (loud)
.....
- Aysel is dancing (happily)
.....
- Mona speaks English very (good)
.....

3. Correct the mistakes.

- He is crying sad.
.....
- Monkeys can climb trees easy.
.....



Activities

On Lesson 3

1. Underline the correct words in brackets. (Vocabulary)

1. Can I look (to- of- on) the internet to find out information, please?
2. Invertebrates are (warm-blooded - cold-blooded - humans).
3. Crabs have a hard shell for (protection - flying - jumping).
4. Jellyfish have (hard - soft - tough) bodies.
5. The octopus and squid are (vertebrates - mammals - invertebrates).
6. The octopus can swim very (badly - terribly - well).
7. Snails have (soft - hard - weak) shells.
8. Snails move (slowly - fast - quickly).
9. (Snails - Grasshoppers - Crabs) can jump more than a meter.
10. The (grasshopper - dragonfly - spider) is not an insect.
11. The spider has (4 - 8 - 6) legs.
12. The spider is called (arachnid - insect - reptile).
13. Invertebrates don't have (legs - eyes - backbones).
14. The atlas moth is one of the (smallest - most colorful - biggest) insects on Earth.

2. Read and complete. easily - fast - slowly - well

1. Insects live in rainforests because they can find food
2. The octopus can swim very
3. Snails move very
4. Some spiders can hide very

3. Underline the correct words in brackets (Structure).

1. Snails move (slowly - slow - good).
2. Some invertebrates can swim very (good - well - easy).
3. The baby laughed (happy - happily - happyly).
4. Shahd gets up (quick - slow - early).
5. It is raining (heavy - heavily - heavily).
6. My father drives (carefully - careful - slow).

4. Correct the mistakes.

1. Retaj talks **quiet**.

.....

2. He looked at me **angry**.

.....

5. Supply the missing parts in the following dialogue:

Doaa: What are invertebrates?

Hana: (1).....

Doaa: (2).....?

Hana: They live in the sea and some live on land.

Doaa: Are they cold-blooded or warm-blooded?

Hana: (3)

6. Rearrange.

1. shell - has- **A** - a hard - crab.

.....

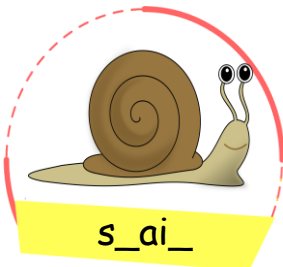
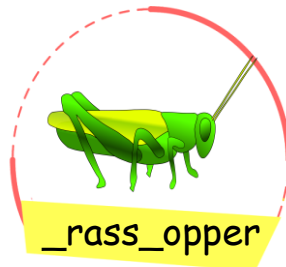
2. eyes - arachnids - eight - **Some** - have.

.....

3. have - **Some** - bodies - invertebrates - soft.

.....

7. Supply the missing letters.



8. Look and write a paragraph of four (4) sentences.

.....
.....



Lesson
4

CLIL: ART

SB P. 28 - 29
AB P. 22 - 23

Definitions

predator	حيوان مفترس	the animal that hunts and eats other animals
prey	فريسة	the animal that is caught and eaten

Vocabulary □

secondary colors
ألوان ثانوية
coral reef
شعاب مرجانية
scientist
عالم
nearly
تقريبا
attract
يجذب
carry
يحمل
pollen
لقاح
reproduce
يتكاثر
poisonous
سام
plant
نبات
remind
يذكر
shark
سمكة القرش

primary colors
ألوان أساسية
interesting
متع - شيق
color
لون
mix
يمزج - يخلط
amount
كمية
different
مختلف
shade
ظل
bright
زاهي - براق
hunt
يصطاد
seeds
بذور
heat
حرارة
bear
دب

color wheel
عجلة الألوان
nearest
الأقرب
add
يضيف
darker
أغمق
lighter
أفتح
warm
دافئ
cold
بارد
warning
تحذير
another
آخر
activity
نشاط
sunshine
نور الشمس
many
كثير

Irregular verbs

Present	مضارع	Past
catch	يصطاد - يمسك	caught
grow	ينمو - يزرع	grew

Present	مضارع	Past
hide	يختبئ	hid
become	يصبح	became

Expressions and phrases □

in between	بينهما - ما بين	brightly colored	بألوان زاهية
------------	-----------------	------------------	--------------

Reading. SB P.28

Scientists think that there are nearly 400, 000 different types of plants. Most of these have flowers, which come in many different colors. The bright flowers attract insects, which carry pollen from one flower to another flower. This helps the flowers to reproduce.



Primary colors are red, yellow, and blue. We can't make these colors by mixing other colors. We make **secondary colors** by mixing the three primary colors in different amounts. For example, we can mix red and yellow to make orange. The secondary colors can be made by mixing primary colors which are nearest to them on the color wheel. Adding black to a color makes it darker, and adding white makes it lighter.

Read and learn



Primary colors are red, yellow, and blue.

الألوان الأساسية هي الأحمر والأصفر والأزرق.

We make **secondary colors** by mixing the three primary colors in different amounts.

نصنع الألوان الثانوية عن طريق مزج الألوان الأساسية الثلاثة بكميات مختلفة.



Tip!

Warm colors remind you of heat and sunshine.

Blue and yellow make green. أزرق + أصفر = أخضر

Blue and red make purple. أزرق + أحمر = بنفسجي

Reading. SB P.29



There are lots of interesting things to see under the sea! Some fish are very brightly colored, and so are some plants. In a coral reef, having bright colors can help fish to hide from predators. The coral is very bright and has different colors, so the fish can hide from bigger fish.

In addition, many predators don't eat prey that are brightly colored. Bright colors can be a warning that the animal is poisonous.

Look and write. (Predator - prey)



A shark is a

A fish is a



A bird is a

An insect is a



Activities

On Lesson 4

1. Underline the correct words in brackets. (Vocabulary)

- Most predators (~~eat~~ - have - don't eat) prey that is brightly colored.
- The bright flowers attract (~~birds~~ - insects - ~~animals~~) which carry pollen from one flower to another flower.
- (~~Secondary~~ - Mixed - ~~Primary~~) colors are red, yellow and blue.
- We (~~can~~ - can't - could) make primary colors by mixing other colors.
- We make (~~secondary~~ - main - ~~primary~~) colors by mixing the three primary colors in different amounts.
- We can mix (~~blue~~ - green - ~~red~~) and yellow to make orange.
- Adding (~~white~~ - black - ~~yellow~~) to a color makes it darker.
- Adding (~~white~~ - black - ~~brown~~) to a color makes it lighter.
- A (~~prey~~ - bee - ~~predator~~) is that animal that hunts and eats other animals.
- A (~~prey~~ - predator - ~~bright~~) is the animal that is caught and eaten.

2. Supply the missing parts in the following dialogue:

Nesma: Do you like colors?

Hala : Yes, (1).....

Nesma: What are the primary colors?

Hala : (2).....

Nesma: (3).....?

Hala : No, we can't make primary colors.

3. Rearrange.

1. colored - fish - brightly - **Some** - are.

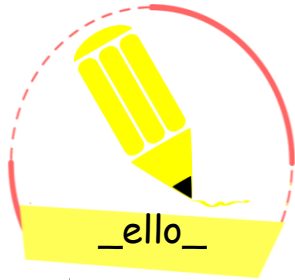
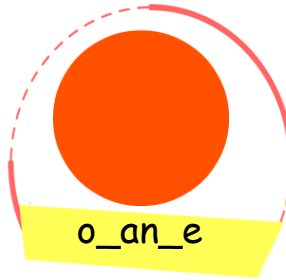
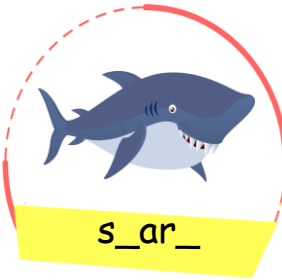
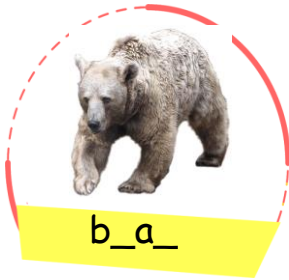
.....

2. has - colors - **Coral** - different.

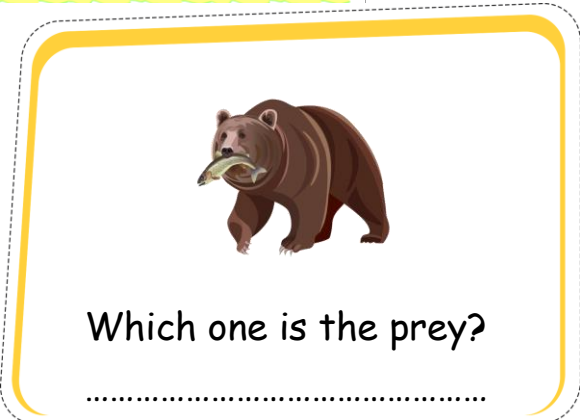
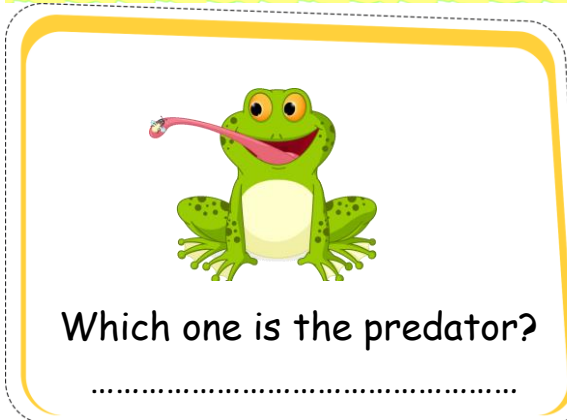
.....



4. Supply the missing letters.



5. Look at the picture and answer the questions.



6. Read the passage and answer the questions.

There are lots of interesting things to see under the sea! Some fish are very brightly colored, and so are some plants. In a coral reef, having bright colors can help fish to hide from predators. The coral is very bright and has different colors, so the fish can hide from bigger fish. In addition, many predators don't eat prey that are brightly colored. Bright colors can be a warning that the animal is poisonous.

A. Answer the following questions:

1. What helps fish hide from predators?
.....

2. Do predators eat prey that are brightly colored?
.....

A. Choose the correct answer.

3. The coral is very (white - bright - not colored).

4. Bright colors can be a warning that the animal is (helpful - predator - poisonous).

Lessons
5.6

Writing

SB P. 30 - 32
AB P. 24 - 26

Vocabulary

micro-habitat

الموطن الصغير

stem

ساق النبات

flat

مسطح

leaf

ورقة شجر

surface

سطح

soil

تربة

lake

بحيرة

study

يذاكر - يدرس

butterfly

فراشة

roots

جذور

scientific

علمي

wild

بري - وحشي

skill

مهارة

messy

فوضوي

echolocation

تحديد الموقع بالصدى

endangered

مهددة بالخطر

cover

يغطي

area

منطقة

environment

بيئة

pet

حيوان أليف

advantages

مميزات

disadvantages

عيوب

squirrel

سنجاب

lizard

سحلية

research

بحث

stressed

مضغوط

float

يطفو

harmful

ضار - مؤذي

macro-habitat

الموطن الكلي

water lily

الزنبق المائي

forest

غابة

desert

صحراء

grassland

مرج - مرعي

pond

بركة ماء

report

تقرير

cave

كهف

zookeeper

حارس حديقة الحيوان

zoo

حديقة الحيوانات

free

حر

unhappy = sad

حزين

noisy

مزعج

helpful

مفيد

Irregular verbs

Present

مضارع

Past ماضي

spread

ينتشر

spread

Present

مضارع

Past ماضي

keep

يربي (حيوانات)

kept

Expressions and phrases

adapt to

يتكيف مع

In addition

بالإضافة إلى ذلك

However

مع ذلك - بينما

on one hand

من ناحية/جهة

on the other hand

من ناحية أخرى

(be) separated from

منفصل عن

during the day

خلال النهار

hunt for food

يصطاد من أجل الطعام

reach down to the bottom

يصل إلى أسفل

look pretty

يبدو جميل

make it difficult for

يجعله صعبا علي

on top of the water

فوق الماء

be able to

يكون قادر علي

learn about

يتعلم عن

at night

في الليل

pollinate plants

يلقح النباتات



Reading. SB P.30

Most plants grow in soil. However, some plants grow in water, such as the **water lily**. They have a large, flat leaf on the surface of the water, and a long stem that reaches down to the bottom of the lake.



They have brightly colored flowers and they make seeds which float on water. In addition, their roots spread under the water, and they can cover a very large area. On one hand, this can look pretty, but on the other hand, it can make it difficult for other animals and plants to live under the water.

Macro-habitats or **large habitats** are forests, deserts, and grassland.

A micro-habitat is a small area such as a pond or a tree.



Writing tip!

Use these words/phrases to link the sentences and ideas in your paragraph:

In addition: to add more information to the same idea.

However: use this to show a change in topic.

On one hand ... On the other hand: these can show two different points of view on the same topic.

استخدم هذه الكلمات / العبارات لربط الجمل و الأفكار في فقرتك:

بالإضافة إلى: إضافة المزيد من المعلومات إلى نفس الفكرة.

ومع ذلك: استخدم هذا لإظهار التغيير في الموضوع.

من ناحية ... من ناحية أخرى: يمكن أن تظهر وجهتي نظر مختلفتين حول نفس الموضوع.

1. Write on one animal that can live on land and on water.

Research more on how it adapts to be able to live in both environments. Use some of these phrases (In addition - However - On one hand - On the other hand)

.....

.....

.....

.....

2. What do you think are the advantages and disadvantages of having a pet? Make notes in the table.

advantages	disadvantages

3. Choose a micro-habitat.

Write a report about the vertebrates, invertebrates and plants that live in your micro-habitat.

Vertebrates:

.....

Invertebrates:

.....

Plants:

.....



Activities

On Lessons 5&6

1. Underline the correct words in brackets. (Vocabulary)

1. Most plants grow in (sea - seal - soil).
2. The (palm tree - water lily - acacia) grows in water.
3. The water lily has large (hard - curly - flat) leaf.
4. The water lily has a (long - short - tiny) stem.
5. The water lilies make seeds which (fly - float - run) on water.
6. The (leaf - fruit - roots) of a water lily spread under the water.

2. Supply the missing letters.



po_ _



l_a_



r_o_s



te

3. Read and write "T" True or "F" False:

1. The water lily grows in water. (.....)
2. The leaf of a water lily swims under water. (.....)
3. Zoos protect endangered animals. (.....)
4. A zookeeper doesn't love animals. (.....)

4. Look and write.



roots - under

.....



plants - soil

.....



5. Read the passage and answer the questions.

Most mammals live on land, but some mammals such as whales and dolphins live in the sea. However, bats are the only mammals that can fly. Bats live in groups in trees or caves. They sleep during the day and hunt for food at night. They can fly very fast at night because they can't 'see' using a special skill called echolocation. In addition, bats are helpful to humans and the environment. On one hand, large numbers of bats can be noisy and messy. On the other hand, they are helpful to farmers because they pollinate plants and eat large amounts of harmful insects.

A. Fill in the blank boxes with (True) or (False).

1. Whales and dolphins live on land. (.....)
2. Bats are the only mammals that can fly. (.....)
3. Bats live in groups in trees or caves. (.....)

B. Answer the following questions:

4. When do bats hunt for food?
.....
5. How do bats help farmers?
.....

6. Look and write a paragraph of four (4) sentences.

Information you may need:

1. What do zoos do?
2. What are the advantages of zoos?
3. What are the disadvantages of zoos?
4. What do the zookeeper do?



.....

.....

.....

Activities

On Unit 2

1. Underline the correct words in brackets. (Vocabulary)

1. (Whales - Bats - Seals) are the only mammals that can fly.
2. (Birds - Reptiles - Fish) are warm-blooded.
3. The whale shark is about (30 - 20 - 12) meters long.
4. The smallest bird is the (ostrich - bee hummingbird - frog).
5. A/An (elephant - chameleon - leopard) is a reptile.
6. Invertebrates are (warm-blooded - cold-blooded - humans).
7. The spider is called (arachnid - insect - reptile).
8. Invertebrates don't have (legs - eyes - backbones).
9. A (prey - predator - bright) is the animal that is caught and eaten.
10. Most predators (eat - have - don't eat) prey that is brightly colored.

2. Rearrange.

1. shells - have - hard - **Snails**.

2. fins - **Fish** - move - use - to.

3. Underline the correct words in brackets. (Structure)

1. A giraffe is the (as tall - taller - tallest) animal in the world.
2. An octopus can swim (good - quick - well).
3. The anaconda is the (more - most - less) enormous snake.
4. The horse isn't as fast (the - than - as) the ostrich.
5. The butterfly is (more - most - least) beautiful than the ant.
6. Sloths move very (slow - slowly - quick).

4. Rewrite the following sentences using the words in brackets:

1. Humans run slower than ostriches. (**faster**)
2. The lizard isn't as dangerous as the snake. (**more**)
3. The spider moves in a quick way. (**quickly**)
4. No other animal is bigger than the elephant. (**the**)

5. Correct the mistakes.

- Howler monkeys have **loudest** voices than spider monkeys.
.....
- The hummingbird is **than** smallest bird.
.....

6. Supply the missing letters.



gi_a_fe



_i_ard



w_a_e



dra_onfl_

7. Read and complete.

reptile - small - purple - beaks

- Birds have hard
- A chameleon is a
- Blue and red make
- Narwhals are whales.

8. Supply the missing parts in the following dialogue:

Shady : (1).....?

Zeyad : My favorite invertebrate is the jellyfish.

Shady : What does it look like?

Zeyad : (2).....

Shady : Can it swim very well?

Zeyad : (3).....



9. Read and write "T" True or "F" False:

1. Amphibians need a moist habitat to survive. (.....)
2. The blue whale is 20 meters long. (.....)
3. Vertebrates are animals with no backbones. (.....)
4. Predators hunt and eat other animals. (.....)

10. Look and write.



bats - mammals



atlas sloth - biggest

11. Read the passage and answer the questions.

Primary colors are red, yellow, and blue. We can't make these colors by mixing other colors. We make secondary colors by mixing the three primary colors in different amounts. For example, we can mix red and yellow to make orange. The secondary colors can be made by mixing primary colors which are nearest to them on the color wheel. Adding black to a color makes it darker, and adding white makes it lighter.

A. Answer the following questions:

1. What are the primary colors?
2. How do you make a color darker?

A. Choose the correct answer.

3. We can mix red and yellow to make (blue - purple - orange).
4. We can't make (primary - secondary - lighter) colors.

12. Look and write a paragraph of four (4) sentences.

.....

.....

.....

